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composition containing the following expressions: "une colère bleue; des femmes aigres; un enfant nouvellement né; nouveaux mariés; une blessure au visage; vous avez l'air malade; avez-vous mal aux yeux? le cheval noir; hôtel incendié; il est sourd comme un pot.

No matter in what school of method we stand, the modern trend of language teaching has made us expect definite things of a teachable class-room book. We expect greater simplicity in the presentation of grammatical material, less formalism, more concrete conversational reading matter, and, above all, certain practical helps for pronunciation, with simple but accurate directions for the production of sounds from a physical standpoint. Without these no book is adequate.

In fact, we fear that the last classification will not fit the book; we must remove the words "teachable," "conversation," and "class-room." There remains a grammar, a Modern French Grammar, or perhaps more fittingly, a cubist French Grammar. But those of us who cling to a more conservative form of art must look further for something to suit our needs.

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Errata in *Beginners' French*. Walter-Ballard Series. Scribners. 3rd edition.

Beginners' French contains in its third edition, errors, inaccuracies, and loose statements, which could hardly be overlooked even in a first edition. One is at a loss to understand how such mistakes as those cited below could have been allowed to stand:

P. 48. "Marcel est l'oncle d'Elvire et Gaston." The repetition of *de* is absolutely necessary in French.

P. 62. "Où *demeure* votre frère et votre sœur?" A plural subject and a singular verb!

P. 172, Questionnaire, n. 9, "au devant" is evidently meant for "vers." The two words are not synonymous in French.

P. 142. "*Nul* de mes cousins n'est arrivé." *Nul* is given in this sentence as equivalent to *aucun* and *pas un*. *Nul* should never be used in a partitive construction. As there are no exercises on those pronouns there is little danger that pupils will have this error fixed in their minds, but that does not prevent the error from existing.

P. 158. A photograph is referred to in Leçon LV, l. 4, as "un vieux tableau," as if "tableau" and picture in the English sense were interchangeable.

P. 126. "Vous voyez une colonne classique." Although not an error in French this is a mistake in architecture. The object

referred to in the illustration is neither a "colonne" nor is it "classique." As a matter of fact it is a decorated door-case, *chambrante*, in the shape of a *pilastr*e of nondescript class.

Several statements are incongruous. On p. 38 we read: "*voici* and *voilà* are used in reference to objects in plain sight. How does that statement justify sentences like "*voici mon idée*" or "*le voilà disparu*"?"

The lesson on possessive pronouns is poorly illustrated and shows an inadequate understanding of the subject. The idea of ownership is here confused with the distinction of ownership. On p. 59 we find the following: "Jean et Jacques Pasteur, vous avez un professeur, c'est *le vôtre*." On p. 60, "Le professeur d'allemand et son épouse Mme. Sprache demeurent 10, rue Charles. Ils ont trois filles. Ce sont *les leurs*." These examples do not explain the possessive pronoun nor are they grammatically correct. The use of the possessive pronoun precludes the mention of the different owners.

The explanation of the passive voice is incorrect. On p. 70 we read the following three sentences: "Le livre est vendu. a. Le livre se vend. b. On vend le livre." These phrases are given as equivalents and furthermore the pupil is recommended to use the *a* and *b* forms in preference to "Le livre est vendu." Accordingly, it would be correct to say: "la salle se ferme, on ferme la salle," instead of "la salle est fermée." As a matter of fact the three sentences given as synonymous are far from being so.

It would have been desirable that an explanation be given for the use and the omission of the definite article before the days of the week. On p. 94 we find: "En français lundi est le premier jour de la semaine. Quel jour suit le vendredi? Quel jour vient après lundi? Quelles classes avez-vous vendredi?"

On p. 150 we read: "After *si*, if, the present tense is used if the the principle clause has the future." But what if the principle clause does not have the future? How justify "Expliquez-moi cela, s'il vous plaît"? Ce n'est pas ma faute si elle ne sait pas sa leçon?"

P. 137. "Une laitière ayant sur *sa* tête un pot plein de lait" is followed by the question: "Qu'est-ce que la laitière a sur *la* tête?" Some explanation should be given for the use of the article in one place and the possessive adjective in the other.

On the same page "J'aurai *de quoi* acheter" is passed on without comment, but on page 146 we are told that "quoi," as a relative pronoun, is used rarely and indefinitely.

On p. 216, drill 2, no instruction is given for the position of adverbs in compound sentences, although several sentences in the exercise call for such instruction.

Nowhere are we told that *monter*, *tomber*, and *descendre* take the auxiliary, *être*, when used intransitively and *avoir* when

transitive. And still the student is asked to change the following sentence into the passé indéfini: "Je descendais l'escalier," with this caution: "with *descendre* use *être* here" (on p. 91, II). The same verb is given on p. 52, 5, as being conjugated like *prendre*, and the student is directed to the page in a summary of verbs where *prendre* is conjugated.

It is to be regretted that nowhere in the book do we find irregular present subjunctives printed in full. In the verb tables at the end of the book, p. 201, the first person of irregular present subjunctives is given, but what is the student expected to do when he comes to the plural of *aïlle*, *meure*, *veuille*, and other such forms? After all this is a beginners' book.

A few remarks concerning pronunciation. In a volume based on the use of phonetic symbols one ought not to find statements like the following: "*S sounds like z*," or "*c is soft*." There is no explanation of the word *accent*, to differentiate it from the English meaning. The statement, p. xxiv, note 2, "*S of mais is not linked as a rule*" requires elaboration. There is at least one rule regarding *mais* and *oui* which might be stated here.

On p. 111 all the names of the months are given in phonetic transcription except "octobre, novembre, décembre," which are particularly apt to be mispronounced on account of their resemblance to their English equivalents.

On pp. 194-195, verb paradigms, only the singular forms of the verbs are given in phonetic transcription; but there is no phonetic spelling for the plural in forms like *achetons*, *devons*, *faisons*, *jetons*, where it is just as important to get the correct sound, especially in the case of the sound [ə].

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